

FILE B

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English Language Arts: Writing Item Information and Scoring Guide Reference Sheet, Writing Prompt and Learning Results, Scoring Guide and Training Notes, and Student Responses

NOTE: Each student's total writing score is based on a response to the writing prompt **and** the reading/writing response item. (Refer to page C-77 for scoring information.)

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) writing prompt is scored. These pages contain the prompt accompanied by the following information.

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
 - one sample of student work for each score point value (6, 5, 4, 3, 2, 1), scored for Topic Idea Development
 - one sample of student work for each score point value (4, 3, 2, 1), scored for Standard English Conventions
 - one exemplar of student work that received the highest possible score points for both Topic Idea Development (6 points) and Standard English Conventions (4 points)

Writing Prompt and Learning Results

You find a strange invention. Describe what it looks like and what it does.

Writing Prompt

Learning Results: F-1, G-1, G-2

Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
 - few significant errors in the use of pronouns and adjectives.
 - attention to the proper use of adverbial forms and conjunctions.
 - few significant errors in the spelling of frequently used words.
 - no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.
 - no significant errors in the use of ending punctuation marks and an understanding of how to use commas.

Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 1 write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).

MEA WRITING SCORING GUIDE

Stylistic and Rhetorical Aspects of Writing
Topic Idea Development

1	2	3	4	5	6
<ul style="list-style-type: none"> Little topic development and/or organization, few details Possible evidence of voice Simplistic language (wording and sentence structures) 	<ul style="list-style-type: none"> Limited topic development, focus, and and/or details Evidence of voice Limited variety in language used (wording and sentence structures) 	<ul style="list-style-type: none"> Moderate topic development, focus, and details Some voice Some variety in language used (wording and sentence structures) 	<ul style="list-style-type: none"> Well developed with control and relevant details Consistent voice Variety in language used (wording and sentence structures) 	<ul style="list-style-type: none"> Fully developed with strong details Sustained voice and/or tone with emerging style Effective use of language 	<ul style="list-style-type: none"> Topic and details richly developed Distinctive voice, tone, and style Rich use of language

Topic Development	The overall effect of the response
Organization	<p>The degree to which the response is:</p> <ul style="list-style-type: none"> Focused Clearly and logically ordered Clarified by paragraphs
Details	The degree to which the response includes examples that develop the main points
Language/Style	The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety is effective

Standard English Conventions

1	2	3	4
<ul style="list-style-type: none"> Errors seriously interfere with communication and/or Little control of sentence structure, grammar and usage, and mechanics in first-draft writing 	<ul style="list-style-type: none"> Errors interfere somewhat with communication and/or Few or no errors in simplistic or limited text in first-draft writing 	<ul style="list-style-type: none"> Errors do not interfere with communication and/or Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing 	<ul style="list-style-type: none"> Control of a variety of sentence structures, grammar and usage, and mechanics Length and complexity of essay provide opportunity for student to show control of Standard English conventions in first-draft writing
Sentences	The degree to which the response includes sentences that are correct in structure		
Grammar and Usage	<p>The degree to which the response demonstrates correct</p> <ul style="list-style-type: none"> Use of standard grammatical rules of English Word usage and vocabulary 		
Mechanics	<p>The degree to which the response demonstrates correct</p> <ul style="list-style-type: none"> Punctuation Capitalization Spelling 		

Training Notes for Writing Prompt

Student Responses Scored for Topic Idea Development

Topic Idea Development Score Point 6 Paper—page B-8

This is a well-formed, fluent essay in which the writer uses rich details to develop an overall effect that is equally rich. Details are cleverly chosen and applied with an unusual degree of precision. A distinctive voice is unmistakable—the writer presents a style and tone that’s best described as “all his own.”

Topic Idea Development Score Point 5 Paper—page B-10

This is a fully developed essay in which strong details are used to explain the workings of the robot. A careful, descriptive tone is sustained throughout the piece, and the writer demonstrates effective control of language.

Topic Idea Development Score Point 4 Paper—page B-12

This is a well-developed essay in which the writer demonstrates control through sensible organization of relevant, descriptive details. The writer’s voice is clear in a vivid description of two important events that might be typical of a day in the life of a cat. Facility of language is strong, and this is supported by useful risk-taking in a noticeable effort to “show” rather than “tell.”

Topic Idea Development Score Point 3 Paper—page B-14

This essay is moderately developed. The writer presents some descriptive details about the unicorn, and although these details are not well developed, a visual quality is achieved. There is a clear sense of voice in the way the writer uses descriptive language, and this is one of the essay’s strong points. Topic development is not fleshed out and controlled—a characteristic of the “4” score point.

Topic Idea Development Score Point 2 Paper—page B-15

This essay is very rudimentary and limited in topic development, development of supporting details, and compositional structure. Use of language is ineffective and unsophisticated, and there is little variety in sentence structures used.

Topic Idea Development Score Point 1 Paper—page B-16

This essay offers an example of “little topic development.” Although vocabulary used may seem characteristic of a “2” (vortex, penetrated), there are too few details and topic development is weak.

Student Responses Scored for Standard English Conventions

Standard English Conventions Score Point 4 Paper—page B-17

There are few errors in conventions in text that is fairly complex—just enough to allow the opportunity to demonstrate control. Punctuation is used effectively.

Standard English Conventions Score Point 3 Paper—page B-19

Errors do not interfere with communication, although there are a few in sentence formation and spelling. This piece lacks the complexity of a “4”—control of a variety of conventions is not demonstrated.

Standard English Conventions Score Point 2 Paper—page B-21

Errors do not interfere with communication, but the text is too rudimentary to allow for demonstration of knowledge of conventions.

Standard English Conventions Score Point 1 Paper—page B-22

Errors in spelling interfere with communication in brief, simplistic text. Although this piece can be read and understood, the writer demonstrates little control of Standard English conventions in first-draft writing.

Exemplar Student Response Paper—page B-23

Topic Idea Development Score Point 6

There is a quality of control in this piece that is supported by effective use of humor and the writer’s knowledge of the use of subtlety. The writing is organized in such a way that each developed, integrated detail sustains strong focus. Language is used to the effect of building strong images: “It was a miserable walk partly because the sidewalk was covered in slush and partly because it was only ten degrees.” Organizational crafting is evident in the way the writer frames the essay within a “connected” opening and end.

Standard English Conventions Score Point 4

The writer demonstrates control of Standard English conventions in text that is complex and well crafted.

My name is J. I have a very normal life. you know, boring here, excitement there, the usual stuff.

I was watching some TV in the living room when my mom called, "J? Can you go get my laundry in the basement please?" "Fine," I called back, not really wanting to go to the cellar.

I started down the long, empty stairway, each step coming closer to the basement. At the middle of the stairway, I started to run. When I got to the cellar, I was panting real hard. "I should have taken the elevator," I thought to myself.

I went to get my mother's laundry when I saw the coolest thing I had ever seen in my life!

It was a car! But not just any car, this thing was silver in color, it had engine things sticking out of the sides, even when I put my head against the window, sure, there was a steering wheel, and there was also all sorts of control panels, too!

"Whoa! This is like getting a N-64 out of the blue," I exclaimed.

I opened up the door and climbed in. There was a plaque on the dashboard that had "Time Traveler 2000" printed on it. "Cool!" I said.

I want to go to the future and see my future. I typed in 2020 and pressed a "go" button and there was a flash of light and I was

in the living room of my house in the future.

"Gababogedo," someone slurred. I looked down. There was the ugliest, stinkiest baby I had ever seen. His face was twisted, all he did was crawl, and he was fat.

A woman came into the room. She had scars all over her body, she smoked and she was really skinny.

Right behind her, there was a man really familiar. He was... was... ME! He looked exactly like me!

The baby was my baby, the woman was my wife and the man was me.

"I can't believe this! I'm Out! Of! Here!" I typed in 1998, pressed the "go" button and I was back in the cellar of my apartment.

I jumped out of the car, got my mom's laundry, zoomed upstairs and completed my task.

I learned that day that don't mess with time.

One day when I was doing my weekly mile run I saw a really strange house in the distance. I came closer to the house and saw it was a labritory. I went inside the labritory and looked around. Then I notited a strange invention in the corner. It looked really weird. It had a suction cup with a grinder in it, it had two lights on top of base like eyes, and it had four wheels on the bottem of it. I found an on switch and turned it on.

Then it came to life. It asked me what I wanted to eat. Then I asked it what it was. It said it was a thinking robot oven and in short his name was Tro. I said that I would like bacon and scrambled eggs. It took some bacon out of the refridgarator and an egg. It sucked the bacon through its suction cup and the grinder changed posision and made even slices. Then his eyes began to blink to heat up the bacon and presto bacon!

Then it cracked the egg and put it in his suction. The suction turned into a bowl. It stirred the egg until it was ready to be scrambled. Then it went in the body and his eyes blinked again. Then I had eggs. Then the scientist came in and got really angry. He said he was going to sell Tro so I asked how much he was. He said "This is one-of-a-kind so it won't be cheap! I'll sell him to you for \$200!"

"What! I'll be right back." Then I went home and got in dad's checkbook. I made out a check for \$200 and ran back as fast as I could. I gave him the check did he gave me Tro. Then we walked home together.

When I got home I was hungry! I asked Tro to make a donut for me and he did. When my dad found out about the check he blew his top. I got grounded for a month and could only use Tro when I needed him until the month was over. I turned Tro off except for breakfast, lunch, and dinner for a month. Tro was happy when the month was up. I hope I never get grounded again.

THE END

Today I found a weird thing in my garage, it was A metal hard hat with colored lightbulbs all on the sides and wires coming out of the top, Most important was the switch and a sign that said People Into Animals,

I put the hard hat on my head and thought maybe your supposed to think of the animal and flip the switch, I did exactly that, and that's how I became a cat for a day!

I have some woods in my backyard so I decided to go there, When I was there I heard rustling in the tall grass so I went over. There was a mouse, suddenly I felt a need to kill so I ran after it forgetting who I was I finally pounced claws out I had caught it I bit it's squirmy little neck. Then as I was walking home with it I rememberd who I was I dropped the mouse and ran around the yard spitting.

I decided to go down one side of the street, I mean what could go wrong, alot thats what. I innecintly started walking down the sidewalk, and the next thing I know I'm I running (horribly terrified) from a drolling, disgusting, big, fat, ugly dog. That stupid dog chased me all the way up a maple tree and stood at the bottom of it snarling

and barking. After about a half an hour the dog Chatcher came and took him away. I got up all my courage and jumped down the towering tree. When I finally started home it started to rain but I got back home and luckily the hard hat was tipped on its side so I crawled under and the power had already been on, (I couldn't turn it off with a paw so I left it on) I thought of myself and that's
THE END!

One day when I was messing around with my strange liquids, foreign clays, and odd mixtures, I made something shiny, special, and magical. It was a small horse with a horn on top of its head. It was white and it glowed. I knew it was magic at first sight. But in the night, I would hear a small noise. I would then scramble out of bed and rush to the horse. It would always be there, but bigger, and its glow would always be brighter.

Night by night the horse would get bigger and bigger, until it was 7 feet tall, and the size of a real horse. Then one morning when I went down to see the horse, it wasn't there!! I ran around the house looking for the horse. I ran outside and was about to call for help, but I just stood there with my mouth open. There in the yard was my horse prancing around. Where the garden should have been were flowers of all different colors. Running through them was a stream. Once I yelled, suddenly having a name for him. Today was the best day of my life.

I found a strange invention. It had a bear's head, a dog's tail, a punny rabbit's brain, a baby gorilla's body and a dinosaur's legs and feet. It was very tall, gentle and nice. It was a girl, I named her Daisy.

I announced that I would keep her. I loved her, and she loved me. Then I remembered, dad doesn't want a pet. She is not a pet, she is a living thing, maybe not human, but I love her.

I took her home, snook her into my room, fed her pizza. Then she fell asleep. The next day on November 5, 1998 I went to school to do my M.F.A's. I hope dad does not see her.
The End

1

One day I was walking past the dump.
I saw a vortex. I penetrated through
the vortex. It took me back in time.
I looked around but nothing was there.
So I went back through the vortex
and went home.

The Hole !!!

Finally, it was Saturday! I waited so long to take a walk on my favorite trail. It is called the Winding Path. I always go on Saturdays because it's always the right temperature. It's never too hot or never too cold.

As soon as I got there I lugged my backpack over my shoulders and set off. On my way I discovered a little hole. I thought that is probably just an animal's home, but I didn't care if it was or wasn't. I'm going to look inside. So I crept over to the hole and knelt down on one knee. I stuck my eye in the hole. Ahhhhhh I fell in the hole! I thought how could I fall in such a small hole?

I slowly walked down the glum hall. Then I came to a door. I slowly opened it, and a man dressed in a white cloak and a white long beard sat at a little silver thing-ama-gig. "Now dear what brings you here?" The man said in a crackling voice. "I-I-I just sort of fell in a hole and ended up here." "Well then" he announced "I'll have to show you my invention." "This here is a helicopter that can turn into everything! even a speck of dust." "You young lady are the first person I told! Now you have to go." Poof! I was on the path and I thought to myself did it happen to me? Was I just dreaming, but I knew deep down it had really happened!

The Handy Candy Wrapper Picker Upper

One day my brother S and I were cleaning out the garage. Since my dad likes to buy junk, we found some unusual things. I found a big long box.

I opened the long box with my brother. Inside there was a very strange thing. Just by looking at, my brother S named it The Handy Candy Wrapper Picker Upper. I thought he'd gone mad. Then I studied the object more carefully and did kind of look like something that would clean up things on the floor or on the ground outside.

This is what it looked like. It had on metal pole connecting a claw and a handle

together. The pole was black with blue stripes. Inside the box, the picker upper was originally in there was another claw although this one was smaller than the one on the pole.

My brother and I tried using it in my room to clean up all the junk on the floor.

We figured out this was how it worked. The handle on one side of the pole could pull out. When you pull out the handle the claws close around the candy wrappers or other things. Then when you let go the claws open.

The Handy Candy wrapper picker is most handy after Halloween. I'll try it sometime!

People always have thought time machines were just in movies but what did I see then a few days ago? It was as big as a refrigerator except it wasn't cold and it didn't have shelves. It was leopard spotted and tiger striped. On the inside it was a jungle green. When I went inside this one button stood out. I closed the door. It was dark. I tried to open the door but I couldn't so I pressed the button that stood out, which was glowing in the dark. All of a sudden I heard a monkey screeching. I pressed another button frantically and a little window appeared... I WAS IN THE JUNGLE!!!

So I did some pressing of buttons going to all sorts of places, but finally I landed safely at home.

The
End

Whos there was a little girl
that mostly every day she got pict on.

One day she went for a walk and found
danden science lab. She opened
the door and went in side.

In side ther was a werd
invention. It looked like a time
mashen. she went in. there was a
switch that said off and on. she pole
it to on then a bird came flying
out. Its boty

No boty nos wut hapend to her.
the thery is that bird was her.

The End

My New Alarm Clock

6 4

"You'll miss the bus if you don't get out of bed soon," called my Mom from downstairs.

I ignored her and closed my eyes again.

I wished school could just be in the afternoon. Actually, I wished school didn't exist but I knew that would never happen.

After five minutes in bed, I got up and slowly walked down the stairs. I decided that going to school would be better than getting yelled at by my mom. The second I got down stairs I saw the bus. I was definitely going to miss it because I wasn't even dressed. Since my mom never would give me a ride if I missed the bus, I got on my boots and began to walk to school. It was a miseribull walk partly because the sidewalk was covered in slush and partly because it was only ten degrees. But the worst thing was I was that I was half assleep. After the two mile walk to school, my class had to write about a peice of bark. My piece of bark was a sort of square shape that reminded me of my pillow. When the recces bell finlly rang I had to stay in becanse I had fallen

asleep during class. That night I stayed up late trying to invent a new alarm clock. Finally at 9:00 I gave up and went back to bed. The next day I barely made the bus and decided I would try to make a new alarm clock again. After school was out I rushed home and began to work. After my brother hit me over the head with a hammer I got a great idea. I snatched the hammer from him and began to make a machine that would give you one minute to get out of bed after your alarm clock rang. If you didn't get out of bed, you would have a sore nose. At 8:30, it was time to test it. I got in bed and waited for my alarm clock to ring. When it did, the vibrations caused a large metal ball to roll down a track I had built out of popsicle sticks. After about a minute, the ball hit the hammer which was suspended by strings. The hammer swung down and hit me square on the nose. It had worked! I would never have to walk to school again. I set my alarm for 7:00 and went to sleep.

In the morning, when the alarm rang I rushed downstairs and found out my mom had set the alarm an hour earlier because it takes me too long to get up. "Stupid mom," I muttered as I got back in bed.